

#### D. Student Outcomes

Sixty-two percent of all full-time, first-time freshmen who entered MSU in the fall of 2004 earned a degree within six years of entry (see Table II.D.1.a). Six-year graduation rates were 57% or higher for all racial/ethnic groups, with White students having the highest graduation rate of 63%.

**TABLE II.D.1.a: Four-, Five-, and Six-Year Graduation Rates of Fall 2004  
Full-Time, First-Time Freshmen by Race/Ethnicity**

	Graduated in 4 Years		Graduated in 5 Years		Graduated in 6 Years	
	Number	Percent	Number	Percent	Number	Percent
<b>African Amer.</b>						
Cohort=196	54	27.6%	103	52.6%	111	56.6%
<b>Asian</b>						
Cohort=121	34	28.1%	64	52.9%	73	60.3%
<b>Latino/a</b>						
Cohort=282	86	30.5%	154	54.6%	174	61.7%
<b>White</b>						
Cohort=1,056	327	31.0%	602	57.0%	667	63.2%
<b>Non-Res. Alien</b>						
Cohort=35	16	45.7%	17	48.6%	21	60.0%
<b>Other*</b>						
Cohort=48	17	35.4%	25	52.1%	30	62.5%
<b>Total</b>						
Cohort=1,738	534	30.7%	965	55.5%	1,076	61.9%

\* Includes Native American and Unknown Race/Ethnicity.

Over 94% of all full-time, first-time undergraduates who entered MSU in fall 2009 re-enrolled in spring 2010, and 81% returned in fall 2010 (see Table II.D.2).

**TABLE II.D.2: Third-Semester Retention of First-Time Undergraduates**

	Original Cohort	Retained		Not Retained	
	Number	Number	Percent	Number	Percent
<b>Full-time</b>	2,101	1,706	81.2%	395	18.8%
<b>Part-time</b>	16	8	50.0%	8	50.0%
<b>Total</b>	2,117	1,714	81.0%	403	19.0%

### Transfer Student Outcomes

Of the 967 students who entered MSU as full-time transfer students in fall 2004, 54% earned their degrees within three years, 70% earned degrees within four years, and 77% earned degrees within six years. The six-year graduation rate for fall 2004 full-time transfer students who entered as freshmen was 68%, while 73% of those who entered as sophomores, 83% of those who entered as juniors, and 85% of those who entered as seniors also earned a degree within six-years. The one-year retention rate for full-time transfer students who entered in fall 2009 was 87%.

### Other Student Outcomes

A survey of recent graduates revealed that, one year after graduation, 21% of respondents were enrolled in graduate school, and 88% were gainfully employed. A majority (89%) of employed alumni said they were contributing to the State's economy by working in New Jersey, and over 70% said they held jobs that were "somewhat" to "very" related to their MSU majors.

Montclair State University participates in the Voluntary System of Accountability (VSA) that is co-sponsored by the Association of Public and Land-grant Universities (APLU) and the American Association of State Colleges and Universities (AASCU) with support from the Lumina Foundation. As indicated on the VSA web site ([www.voluntarysystem.org](http://www.voluntarysystem.org)) "The Voluntary System of Accountability is an initiative by public 4-year universities to supply basic, comparable information on the undergraduate student experience to prospective students, families, and other higher education stakeholders through a common web report – the College Portrait." MSU is one of only six institutions in New Jersey that voluntarily share information about student outcomes to all interested parties, clearly demonstrating our commitment to both data transparency and the continuous improvement of student learning outcomes. Montclair State University's VSA College Profile can be viewed at [www.collegeportraits.org](http://www.collegeportraits.org) by clicking on "College Portraits," and selecting New Jersey under the "Colleges by State" tab.

Local assessment efforts are led by the Committee on University Effectiveness (CUE). During the past year, CUE collected student learning outcome goals, information on assessment methods, and assessment data from academic departments related to learning in the major, and assessed student learning in general education using the Collegiate Learning Assessment (CLA) instrument.

The 2010-2011 CLA results were very positive, showing clear freshman to senior learning gains, as well as favorable performance, particularly for seniors, relative to the national data from 184 participating institutions. Faculty will closely analyze the results during the coming academic year to determine ways to improve learning in general education even further.

During the current year, CUE will reach out to non-academic units to involve them in the assessment of even broader areas of institutional effectiveness. Information on goals and objectives, assessment methods, and assessment results will be collected and stored in TracDat.

CUE's efforts are also informed by information gathered from students through the University's participation in the National Survey of Student Engagement (NSSE), the Noel-Levitz Student Satisfaction Inventory, and the Cooperative Institutional Research Program (CIRP) surveys of

entering freshman and exiting seniors. Faculty and staff perspectives on student outcomes are revealed through the Faculty Survey of Student Engagement (FSSE), the Higher Education Research Institute (HERI) survey of faculty, and the Noel-Levitz Institutional Priorities Survey. These national surveys are supplemented with a number of local surveys of alumni, entering transfer and graduate students, and University employees (both faculty and staff).